

# **White Court School**

## **Modern Foreign Languages Policy**

**March 2015**

## **Introduction**

This policy has been re-written to take account of the statutory requirements set out by the DfE by which all primary schools are required to teach a foreign language at Key Stage 2 from September 2014. Under the new curriculum there will be a greater emphasis placed on grammar and, from Year 4, more time will be spent on pupils' writing.

## **Aims and Objectives**

The aims and objectives of MFL in our school are:

- To foster an interest in learning other languages
- To introduce children to another language in a way that is enjoyable and fun
- To make children aware that language has structure and that the structure differs from one language to another
- To write at varying length for different purposes and audiences
- To help children develop their awareness of difference in other countries
- To develop their speaking and listening skills
- To lay the foundations for future study
- To communicate effectively in a country other than their own

## **Organisation**

Pupils are taught French within their normal class groupings and this forms part of the PPA structure of the timetable. French is taught from Foundation Stage to Year 6 as follows:

Foundation Stage	20 minutes
Years 1, 2 and 3	30 minutes
Years 4, 5 and 6	40 minutes.

The teaching staff are kept informed of changes and developments within the subject so that individual class-room teachers can re-enforce the learning that takes place. Examples in Appendix 1.

## **Curriculum**

At Key Stage 1, the emphasis is on the concepts of Speaking and Listening. Pupils should be able to develop a knowledge of French words and how to pronounce them correctly. They should be able to build simple sentences and use these in conversation and also to be able to answer direct questions. The vocabulary they acquire is used in displays which allows them to become increasingly accustomed to see French in written form from an early age. The vocabulary is introduced through a series of topics which allows pupils to make connections between words and develop the confidence to use them.

At Key Stage 2 the skills for development are specified as Speaking, Listening, Reading, Writing and grammatical knowledge and understanding. There are expected outcomes at the end of the Key Stage but not at the end of specific years. The teaching content and the topics to be covered are not prescribed. Key skills are however specified along with a general programme of study.

### **Listening**

Pupils are able to listen attentively to the spoken language and show their understanding by joining in and responding. They should be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meanings of words.

### **Speaking**

Pupils should be able to engage in conversations, ask and answer questions, express opinions and respond to those of others as well as be able to seek clarification and help. They should be able to speak in sentences, using familiar vocabulary, phrases and basic language structure. They should develop accurate pronunciation and appropriate intonation so that others understand them when they are reading aloud or using familiar words and phrases.

### **Reading**

They should be able to read simple texts carefully and accurately and understand the meaning of the words individually and as whole sentences. They should be able to appreciate stories, songs, poems and rhymes in French. They will broaden their vocabulary through reading and develop their ability to understand new words that are introduced into familiar reading material. They will extend their understanding of words through using dictionaries.

### **Writing**

Pupils should be able to write phrases from memory and adapt these to create new sentences to express ideas clearly. They should be able to describe people, places, objects and actions in their writing.

### **Grammar**

They should gain an understanding of basic French grammar. They should be familiar with masculine and feminine and the conjugation of common verbs. They will be familiar with the key features and patterns of the language and how to apply these in building sentences. They will be able to understand how these patterns differ from or are similar to those in English.

To allow pupils to further their knowledge the topics covered at Key Stage 1 will be re-visited in greater depth. New topics will be added such as cafés, parts of the body, telling the time, compiling the date, hobbies, shopping, expressing emotions and opinions, food and drink, French alphabet and vowels, connectives, places, directions, classroom objects, the weather, useful phrases when visiting France.

### **Teaching Methods**

Lessons are designed to promote the maximum level of engagement for all pupils and to give them every opportunity to use the target language both individually and collectively. The teaching is informed by the principles of Repetition, Recognition, Recall and Real Context as defined in the ECC guidebook for teachers, Learning and teaching Languages in the Primary School.

A variety of methods are used to promote engagement and ensure effective learning and these include: games, role play, songs, rhymes, stories, questioning, group and

paired work, displays linked to the learning objectives, dictionaries, work booklets, producing Christmas and Easter cards, writing letters to schools abroad. From Year 3 Pupils are involved in performing and presenting to an audience. In Year 4 a workbook is introduced in order to give the pupils more confidence in developing their written French in a structured manner. In Years 5 and 6 pupils have exercise books in which to write their class work and homework, which is set occasionally. In preparation for the transfer to secondary school a more formal work scheme (La Jolie Ronde) is introduced in Years 5 and 6.

Class-rooms are all equipped with Smart Boards to allow the use of ICT as another means of enhancing engagement, providing visual stimuli, developing word recognition and improving the pupils' pronunciation of French words. A variety of software is used, such as Espresso.

### **Assessment and Reporting**

Assessment is formative and used to support teaching and learning and to inform future planning.

Assessment of pupils' work takes place with both oral and written feedback. Pupils are given stickers in lessons for good responses and from Year 1 termly certificates are awarded to students in each class, based on effort and performance. In the Autumn and Spring terms every pupil from Year 1 to Year 6 is assessed according to their participation in activities, their learning and retention of vocabulary and their effort and enthusiasm. In addition all pupils receive an Annual Report in July which includes a comment for French.

At Key Stage 2 pupils complete a self-assessment sheet at the end of the Summer term. This provides a summary of the knowledge they have gained in French throughout the year. (See Appendices 3 and 4)

### **Differentiation**

Pupils will be given appropriate support and challenge according to their ability. See Appendix 3

### **Role of the Subject Leader**

The subject leader is responsible for coordination MFL through the school. This includes:

- Auditing and replenishing resources
- Write and review policies and schemes of work
- Monitor standards and progression throughout the school

### **Monitoring**

This policy will be reviewed as part of the policy review cycle. It will be monitored for its effect on different racial groups.

Reviewed by the Curriculum Committee at the Spring Term Meeting 2015

**Presented at the Full Governing Body meeting 9<sup>th</sup> March 2015**

## Appendix 1

### Ideas for using French during daily school activities

1. Taking the register : Say Bonjour/Salut and child's name  
They reply Bonjour/Salut Madame/Mademoiselle/Monsieur (as appropriate)  
In the mornings the children can say:  
Les sandwichs s'il vous plaît or  
Le dejeuner s'il vous plaît.
2. Counting the number of sandwichs et dejeuner in French, older children can do this themselves.  
From Y2/3 Children could say their favourite animal, colour, food etc when answering the register.
3. Using merci and s'il vous plaît throughout the day instead of thank you and please eg at lunchtime. Saying Salut/Au revoir at the end of the day.
4. Counting the number of children in the class in French when they are lining up, sitting on the carpet etc. Older pupils enjoy doing this themselves.
5. From Y2 children can respond to Ca Va? How are you? with Ca va bien I'm well ( thumbs up) or comme ci comme ça not too bad (sideways hand), maybe when talking to them individually or in small groups.
6. Asking random numbers perhaps in a Maths period  
eg what is neuf ? How do you say 12 in French? Or simple sums for older pupils eg huit et six – quatorze, neuf et onze – vingt. They can ask each other as well.

## **Appendix 2**

### **Level 4 National Targets**

#### **Listening and Responding**

Pupils show they understand the main point and some of the detail from spoken passages, made up of familiar language in simple sentences. They may need some items to be repeated.

#### **Speaking**

Pupils take part in simple conversations, supported by visual or other cues and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

#### **Reading and Responding**

Pupils show that they understand the main point and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.

#### **Writing**

Pupils write short texts on familiar topics adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They are beginning to use dictionaries to check words they have learnt.

## **Appendix 3**

### **Extension Activities**

#### **European Languages Day**

Held on September 26 throughout Europe, it is used by the school to promote a stronger cultural awareness amongst the pupils. This involves widening their geographical knowledge of Europe and increasing their awareness of other languages and cultures. A range of activities is planned for different Year groups such as using books to research different countries, working with European passports and taking part in a European quiz. Posters and displays are put up around the school and the staff are encouraged to wear EEC T-shirts. A special European themed lunch is provided for the children.

#### **Links with schools abroad**

Opportunities are regularly sought to promote links with schools abroad in order to extend pupil's learning.

### **Gifted and Talented Day**

There is a Modern Foreign Languages Gifted and Talented register within the school for children in Year 1 to Year 6. For the last few years a Gifted and Talented session has been held at White Court School in January for Year 5 pupils. This is normally attended by approximately 20 children from about 8 different local primary schools and it has proved to be an enjoyable and successful event.

### **French Day**

French events have been held over the years at White Court. A French Day is planned for July 2015 involving different activities for each Year reflecting the new national framework.

### **Cluster Group**

One of the problems with MFL teaching in Primary schools has been the transition to secondary schools so that the learning which has taken place in the primary schools is acknowledged and built upon effectively. With the introduction of MFL in all primary schools it is very important to build strong links between local primary and secondary schools. A local cluster group is being set up based at Honywood secondary school in Coggeshall and White Court School will be fully involved in this process.